DOCUMENT RESUME

ED 476 124 HE 035 346

AUTHOR Donaldson, E. L.

TITLE Forced Change and Change Forces: Peer Pressures within the Academy.

PUB DATE 2001-05-00

NOTE 15p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Higher Education (Quebec City, Quebec, Canada, May 25, 2001).

PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

DESCRIPTORS Case Studies; *College Faculty; *Curriculum Development; *Educational Change; Educational Planning; *Higher Education; Interviews; Models

IDENTIFIERS *University of Calgary (Canada)

ABSTRACT

This paper summarizes an attempt to apply the concepts of change in planned educational reform developed by M. Fullan as a framework for analysis of curricular change at one university campus. It is a case study of the short-term effectiveness of planned change with respect to undergraduate curriculum redesign at the University of Calgary. A strategic change initiative has been implemented over 4 years at the university. Fullan has identified eight insights and four strategies that contribute to a more coherent understanding of the dynamics involved in planned educational change. Analysis of documents related to the change process and interviews with faculty members representing 11 faculties with undergraduate programs were listed according to Fullan's eight lessons and four effective strategies for planned change in educational institutions. The case study illustrates an effective campus-wide strategic innovation but it also shows how academic life is being reconfigured subtly through curriculum redesign and social pressure. (SLD)

Forced change and change forces: Peer pressures within the academy.

E.L. Donaldson, Ph.D.
Professor - Faculty of Education
Director – Teaching, Learning, & Curriculum
University of Calgary
(edonalds@ucalgary.ca)

Presentation to the Canadian Association for the Study of Higher Education, SSHF Congress, Laval University, Québec City, May 25, 2001.

Forced change and change forces: Peer pressures within the academy.

E.L. Donaldson, Ph.D. Professor - Faculty of Education
Director Teaching, Learning, & Curriculum
University of Calgary (edonalds@ucalgary.ca)

Presentation to the Canadian Association for the Study of Higher Education, SSHF Congress, Laval University, Québec City, May 25, 2001.

Since the mid-1980's concerns about autonomy, accountability, and evaluation in higher education have been expressed in a variety of substantive formats. The Saskatoon National Forum on Higher Education in Canada (1987), the Smith Commission of Inquiry on Canadian University Education (1991), Gilbert and colleagues' publications about educational outcomes (1989, 1997) are good examples of the range of Canadian scholarly dialogue. Downsized government funding and targeted budgeting policies, increased tuition rates for students, more media scrutiny, and a highly competitive, global environment for retaining and recruiting both students and faculty members have resulted in considerable tensions on most university campuses. A common response to address these external pressures during the 1990's included the development of strategic policies and planning. Sufficient time has now elapsed that some short-term effects might be identified. Concomitant to this momentum for planned change in higher education institutions is an increasing depth of theoretical understanding about what makes planned change effective in the K-12 educational systems. Fullan's sequel to his 1993 Change Forces monograph (1999) charts the development of a theoretical foundational base of knowledge, some of which has relevance to universities.

This presentation summarizes an attempt to apply Fullan's concepts as a framework for analysis of curricular change at one university campus. It is a case study of the short-term effectiveness of planned change with respect to undergraduate curriculum redesign. The objectives of the presentation include: (1) the applicability of such a conceptual framework within a higher education context to develop a greater understanding of planned change; (2) the results of documentary analyses and interviews with campus leaders using Fullan's concepts.

The Context: Planned Change at one University

The case study is based upon efforts to effect curriculum redesign within all undergraduate programs at a medium-sized young teaching and research university. The University of Calgary is situated in a city that has quickly grown to a million people in just more than 100 years since the NorthWest Mounted Police established a Fort to control whiskey trading. The city hosted the 1988 Winter Olympics and continues to attract millions of winter and summer tourists because of proximity to the Rocky Mountains and the July Stampede. It is the second largest corporate capital in Canada, wealth generated by oil and gas resources, ranching, and its well-educated citizenry. Attitudes tend to be restlessly "edgy", entrepreneurially self-initiated, and striving for excellence. "Town" and "gown" communities are symbiotic in these respects.

The University is a symbol of post-World War II prosperity and Western Canadian regional development. It evolved from the Calgary Normal School, a branch of the Faculty of Education, University of Alberta, and the desire of a proud city to have an autonomous university. In 1996, thirty years after charter was granted, the institution comprised 16 Faculties on 123 hectares that housed facilities for approximately 3800 staff of whom 1200 were teaching and research faculty members. The student body consisted of 17,000 full-time undergraduate student equivalents. The 1995-96 operating budget was $50 million dollars and research grant funding was $65 million.

The University was an early leader during the 1980s with respect to institutional planning and by 1990 had developed a Mission Statement and 6 core values. This type of planning accelerated during the 1990s because of a provincial government decision to reduce expenditures by 21 percent within a three-year period (1994-97). The reduction coincided with withdrawal of federal monies from federal-provincial funding partnerships. Both levels of governments, committed to reducing the public debt, resorted to targeted funding policies designed primarily to increase access, to facilitate the use of technology, and to support a more narrow set of research priorities. Faced with such rapid change in baseline funding, the University of Calgary developed several strategies under the direction of a Coordination Task Force, which reported to the University Planning Committee. In 1996, this group of cross-sectional stakeholders reported with Situation Assessment and Strategy Alternatives Assessment documents. These evolved into the Strategic Direction plan of the University, under the direction of a new president.

The "sharpening of the institutional focus" that emerged as the most urgent planning need was guided by four foundational principles: commitment to a research and scholarly environment; realignment of undergraduate curricula to serve learners; establish and sustain an international reputation; and support post-degree continuous learning. While the focus of this paper is undergraduate curriculum redesign, the commitment of human and financial resources to all four principles has been considerable. For example, to address the undergraduate curriculum redesign component, approximately 114 faculty members were seconded through various types of Fellowships to review literature and design institutional plans, to act as advisors to the campus community, and to articulate program responses to mandated Cornerstone policies.

The three Cornerstone policies include seven curricular features, eight core competencies and a graduating student profile. All programs at the university must explicitly state how these three policies are manifested within an undergraduate program although emphasis upon any one component varies considerably among the disciplines. In each program the seven curricular features are a well-planned combination of process and content, a shared set of teaching responsibilities among faculty members: identifiable field of study, interdisciplinary component, an international component, an experiential learning component, integration of research, faculty-student interaction, and an Explicit Syllabus that "sets out in advance the knowledge and skills to be acquired in a program of study". The curricular features are complemented by eight core competencies, responsibilities for learning that are shared between instructor and students: critical and creative thinking; analysis of problems; effective oral and written communication; gathering and organizing information; logical calculation; abstract reasoning and its application; insight and intuition in generating knowledge, interpretive and assessment skills. The long-term outcome will be graduating students who exemplify the UC "signature": intellectually powerful, they can pose questions approaching the frontiers of knowledge; solve academic, professional, and ethical problems; relate theory and practice; establish and realize goals, working alone and

with others; communicate meaning competently and effectively; engage meaningfully with representatives from other cultural and linguistic communities and understand the world from a variety of perspectives. These lofty goals were mandated in 1997-98 through various motions passed by General Faculties Council, the faculty member governing body for the University.

During the five years since the four foundational principles of the strategic initiative were approved, the research grant budget has doubled to approximately $123 million, redesigned curricula for all 82 undergraduate programs has been "Approved in Principle" by the Academic Planning Committee, the International Centre has augmented a profile through a variety of partnerships, and an integrated long-term plan for addressing adult lifelong learning demands has been articulated. These accomplishments resulted because of the commitment of University faculty members and staff but there are increased tensions as well. In many indicators, the University is ranked among the top 10 in Canada, but faculty salaries are rated ninth and current negotiations are in binding arbitration. With projected retirements and competitive working conditions, recruitment and retention issues are increasing. Many buildings, now 35 years old, require upgrading; space is an issue, restricting growth. The fiscally conservative government has a powerful new mandate and is biased toward the strong rural vote, thus communication with the provincial Cabinet is problematic; meanwhile, the affluent downtown business sector is preoccupied with a boom economic cycle. Fullan (1999, 34) draws upon literature that emphasizes an "urgency-agency-energy" dynamic that drives successful educational innovations. That dynamic is certainly a characteristic of the forced change and changes forces operating in this case study.

Fullan's concepts regarding "Change Forces"

Dr. Michael Fullan, Dean of Education, OISE/UT, is an international leader in the field of K-12 school improvement research. His many publications include: Successful school improvement, the implementation perspective and beyond (1992); Change forces, probing the depths of educational reform (1993); What's worth fighting for in your school (1996); What's worth fighting for in the principalship (1997); What's worth fighting for "out there"? (1998); and Change forces, the sequel (1999); and "School-based management: Reconceptualizing to improve learning outcomes" (2000). The last two publications provide the theoretical framework for this discussion about planned change in higher education.

In Change Forces, the sequel (1999), Fullan summarizes theoretical and empirical advances during the past five years, arguing that these "new lessons" have resulted in eight insights that contribute to a more coherent understanding of the dynamics involved in planned educational change. The first is that defining the moral purpose of education is an essential beginning but a complex and problematic task because a focus upon academic achievement does not motivate alienated students and families to learn or to have greater attachment to the institution. The second lesson is that if theories of action (change) and theories of education inform strategies, success is more likely. A third lesson is that conflict and diversity are necessary ingredients of collaboration. A fourth lesson: some chaos and uncertainty is desirable. A fifth understanding is that "emotional intelligence" helps develop insight into anxieties that might impede change. The sixth is that collaborative cultures provoke both anxiety and contain it. A seventh lesson is to concentrate upon strategies that encourage connectedness and knowledge creation, thus avoiding the "Christmas tree" approach, with "adornments" that decorate the institution but which are

incoherent and superficial innovations. Fullan advises, in the eighth lesson, that educational leaders become critical consumers, that they convert their tacit knowledge into explicit knowledge about change, thereby avoiding packaged solutions. He concludes by emphasizing these "eight lessons only have power in combination". In an article on school-based management (2000), he notes that this approach to change is cultural, not structural, and recommends four sets of strategies: develop explicit policies aimed at decentralization; build infrastructures that support "local capacity"(for sustaining momentum); establish data-gathering systems that develop "assessment literacy"; and "be simultaneously persistent and patient." Fullan also cautions that more is known about what needs to be done in the change process than how it is done. These "8x4" maxims provide a foundation for ongoing and planned educational change during this new millennium. "Those engaged in educational reform are those engaged in societal development; those engaged in societal development are those engaged in the evolution of virtue. 'Change forces' remains a double entendre of exciting proportions. (1999, 84).

So how many of these lessons and strategies are applicable to higher education? Probably all. There is no need to de-emphasize the extensive differences in educational cultures between a mandated, universal compulsory system for minors and the ancient search for truth that has evolved into the manifold disciplines and multiple Faculties which characterize the loosely-coupled university structure. However profound the systemic differences, the dynamics of teaching and learning have much in common. Style and content might vary but the primary educational process includes acceptance of educational leadership by the instructor and engaging in opportunity for personal development by students. In some ways, Fullan's concepts are more a part of the university culture than they might be of a school system, but the combination of "what's worth fighting for" and "what works" differ. For example, conflict and diversity, chaos and uncertainty are a valued components of the university culture, necessary ingredients to generating good research. The "marketplace of ideas" constantly challenges assumptions, paradigms and the unknown: curricula in the various disciplines of knowledge reflect such values. In schools, curricula is taught as mandated "subjects"; although teachers have some discretion, final provincial examinations loom large on mental horizons. Conversely, K-12 school staff understand societal pressures to develop inclusive programs and address emotional development; university professors do not agree that such responsibilities are part of their portfolio. Regardless of the institutional level, educators use rhetoric about innovation but leaders tend to be pragmatists rather than theorists. Enthusiasts have experienced just enough success to have insight about how the promise and talents of young people become forces for change, sustaining the renewal of society. Thus, concepts about planned change are relevant because they accelerate momentum while providing a framework.

Methodology

In this study, documentary analysis includes the Strategic Direction Policy approved by the Board of Governors (1996), and a number of subsequent policy documents (1996-1998) that articulated guidelines for undergraduate curriculum redesign. Also referenced is a matrix data base developed from memos written by faculty members who each presented plans for 82 redesigned programs to the Academic Planning Committee (1999-2001). In addition, whenever clarification of summaries in the covering memos were needed, faculty members were asked about their respective statements. Thus, this research includes analysis of campus-wide planned change and the responding plans for change at the unit or program level.

In addition to the generic documents that articulate university-level policies, generated by a cross-section of university stakeholders including administration, faculty members and students, Curriculum Fellows, faculty members seconded from each undergraduate program generated an Explicit Syllabus document. It becomes Departmental and Faculty policy after "Approval-in-Principle" has been obtained from the Academic Planning Committee (APC). As a requirement of the APC peer review, Curriculum Fellows prepare a brief covering memo that describes the developmental process within the program including student involvement and date of departmental approval. The three Cornerstone policies are summarized with respect to program strengths and weaknesses, some of which are promptly addressed; others require more extensive support and, thus, this section often has a political overtone. As of April 30, 62 per cent of all programs had been reviewed (51/82 programs) by APC; of those reviewed, memos pertaining to 29 programs (35% of all programs) were used as the database for this analysis. All 11 Faculties with undergraduate programs are represented excepting Management and Engineering because these programs were not reviewed until May, 2001. A Ph.D. graduate student coded the memos using ATLAS/ti (1998) a text interpretation software program, categorizing comments according to the Cornerstone guidelines. All codes and excerpts were reviewed by the program Director and quotes were approved by the author.

The following comments were culled from approximately 250 pages of coded examples and are representative of the curriculum redesign initiative. However, each memo reflects the unique character of the discipline of knowledge and the program; therefore, some comments are brief for one Cornerstone policy while others are much longer.

Results

Examples of faculty members insights about the change process have been listed according to Fullan's eight lessons and four effective strategies for planned change in educational institutions. Each concept is defined; the program is identified; and the comments speak for themselves.

Moral purpose

Fullan argues for a top-down mandate but bottom-up change process that involves all stakeholders who understand the need to promote greater attachment to the school as well as greater academic achievement. In this case study, as a consequence of financial downsizing, one of the most alienated groups were faculty members. As the following four examples illustrate, through the redesign process Curriculum Fellows affirmed their belief in their disciplines of knowledge, their programs, and in the research activity.

Linguistics: "So what has been accomplished by the undertaking of the exercise in the creation of the Explicit Syllabus for our program? First and foremost was the opportunity to evaluate at a programmatic level (not just at the course level) what we were demanding of our students, and whether we were producing the kinds of graduates we wanted. Throughout the document, there were many places where we just found ourselves being more explicit as to the program requirements. Based upon the input received from students, from the Undergraduate advisor, and from the Assistant Dean, we became aware of the kinds of things that students either did not know, or were frequently confused by. "

Biology: "The pursuit of knowledge is a creative endeavor, and many of our courses emphasize

conceptual aspects of the discipline, including the development of those concepts."

Art: "The practice of art has no absolutes. The discipline, along with other human endeavors such as mathematics and music, represents one of the 'archetypal' disciplines which define what we are and have been as human beings on a cross-cultural and global level."

Science, Technology and Society: "A young discipline is never far from the research frontier."

Theory of action and theory of pedagogy

Fullan emphasizes that planned change and pedagogical assumptions mutually reinforce each other while local context influences the change process to such a great extent that no one theory will ever be definitive. As the following quotations indicate, what is a strength in one program becomes a struggle in another.

Canadian Studies: "Most Canadian Studies courses reserve a portion of their marks for class participation. This may occur on an ad hoc basis in the form of an open class discussion or this portion of the mark may be the result of formal oral presentations or class debates. Writing skills form the core of the student assignments. Most classes require essay components, many classes require more than one written component. Most courses have written rather than multiple choice exams. The (UC) core competencies are skills primarily connected to the research process. Students in the program are given many opportunities to practice, explore and demonstrate their ability in these areas. The program will develop a methodology course that will focus on Interdisciplinarity and other research approaches and issues (qualitative and comparative as well as ethical issues). The Program will also arrange for team-taught courses on Canadian Studies topics to occur among Cluster faculty."

Geology & Geophysics: "As for effective oral and written communication, we try. Some senior courses require oral presentations of individual projects and/or scientific literature, and some require written reports that are evaluated for English clarity and convention as well as content. Nevertheless, in my opinion we still graduate many students who could politely be called ineffective communicators. My opinion applies not just to Geology and Geophysics programs but at least to all Science Faculty programs, and probably all U of C programs (except perhaps English?) This is a University problem that perhaps has no solution: if the school accepts students who can't write a sentence upon arrival, chances are it will graduate a bunch who still can't write a sentence when they leave. To that extent I think the (oral and written communication) core competency statement promoted by the university is hollow at best. In any event, we have no practical ideas on how to increase our students' communication skills beyond what we are already doing. One clear outcome so far has been the recognition of a need to increase core competencies such as analysis of problems and logical calculation among our graduates because of the ever-rising level of technical sophistication in geophysics. Specifically, we plan to introduce one or two courses. "

Conflict and diversity

Fullan notes that collaborative diversity generates conflict, a dissonance not necessarily negative but one that may be creative. The quote indicates that some expressed concerns are not inter-program but are external stressors.

Biology: "Despite this track record (excellent 40% of applicants are not accepted), we are hampered by a serious lack of personnel and fiscal resources. For example, our supplies budget has not increased significantly for over 20 years, eroding the quality of experiential learning. Faculty members have been taxing their externally generated research funds to make up the short fall. Without this generousity, we would have great difficulty meeting the goal of an experiential learning component. Even the modest changes we have proposed will increase the financial burden on both students in our program and the Department of Biological Sciences. For example, the 400-level course for all Ecology students is taught during the last two weeks of August and requires students to live two weeks at the Kananaskis Field Station. On top of their regular tuition, students must forego two weeks of summer employment and pay $500 for accommodation and vehicle rental. If the university is committed to the objectives portrayed in the seven redesign features, it would not require students to pay this additional $500 for a program requirement. Such investment would be required for most new initiatives that could arise from serious curriculum redesign."

Chaos and uncertainty

Fullan observes that effective organizations trust the change process but do not leave the dynamics to chance. The following provides a snapshot of planned program change.

Drama: "The Department's founders took a novel approach to the teaching of drama by creating a curriculum in which 'core' courses in dramatic literature and the four Mainstage productions were intrinsically linked. For example, students would study Greek tragedy as a play form as that genre was being produced for the stage. Unfortunately the Department is now unable to sustain a commitment to producing four plays per year from the classical periods. This is due to the loss of faculty, lack of resources, and the needs of a growing Graduate Program. However, the principle of studying Drama in the context of production the wedding of theory and practice remains fundamental to the Dram curriculum. In an environmental scan initiated by the Dean of Fine Arts in 1995, the Department presented the most comprehensive Drama/Theatre curricula in Western Canada. The current faculty of 12 is further strained by 4 partial and full leaves primarily related to disability and stress related illness."

Emotional intelligence helps interpret anxiety

Fullan reminds change agents that anxiety cannot be avoided; however emotions that are provoked may be understood and acknowledged. The following example indicates how one program is so inclusive.

Social Work province-wide mandate: "Although the person-in-environment perspective is recognized as the domain of social work, there is still debate on how best to integrate the core elements of the profession into a comprehensive scope of social work statement. This on-going debate can make it hard to construct a curriculum that is anchored to a common scope of social work and at the same time be tailored to meet the needs of a student population, and draw upon the research and teaching strengths of the academic unit. ... (As a result of the Explicit Syllabus), we will be better able to inform prospective students about social work as an identifiable field of study. ... With our off-campus divisions and multiple site delivery of the BSW, we can add area specific variations without compromising accreditation standards. The establishment of our Access Division to address the application of generalist social work in rural, remote and

Aboriginal communities, and to meet the needs of those who want to study social work and remain in their respective communities is an example of a positive change that has already occurred."

Anthropology: " the discussion itself provided a vehicle whereby individuals could learn from the pedagogical practice of their colleagues. it allowed the body of instructors in the department to evolve a departmental norm and publicize it (internally) in a collegial fashion."

Collaborative cultures produce anxiety

Fullan understands that anxiety may both provoke and generate energy but collaborative cultures handle both types of reactions.

Geology and Geophysics: "A major reason that the curriculum inspection ultimately was taken very seriously by my colleagues is the interest of the Dept. Head. Discussions took place in the Curriculum Committee, in dept meetings in smoky back corners of dark hallways, and most importantly at a one-day retreat before classes started in January. At this retreat a considerable amount of rust - of entrenched thinking- was loosened (with the help of attending students), and ideas were generated that are already coming to fruition."

Connectedness and knowledge creation are critical

Fullan recommends focussing upon making tacit knowledge, explicit. One program that underwent a name change also redefined the value of such type of study.

Classics name change to Greek and Roman Studies: "Students in undergraduate programs can encounter history, literature, languages, art and material culture exemplified by numerous peoples of over a period of 2,500 years. The vertical compartmentalization of modern disciplines is avoided, and students must come to terms with very diverse historical, archaeological, literary, linguistic and culture-analytical methodologies. There are also important elements of stability, self-awareness and tolerance derived from the study of the past and the historical development of the modern world. The Faculty of Humanities Internationalization Committee is now working on developing new program-related exchange schemes with several European universities. It is worth adding that of the department's eleven continuing and emeritus academic staff nearly all are of non-Canadian parentage and have dual citizenship (in six different countries)."

Critical consumer of knowledge

Fullan reminds change agents that as they break "bonds of dependency" upon traditional ways of doing things, they effect their own empowerment. Here is one example.

Spanish: "Before redesign, the field of study (the Hispanic world and in particular the Spanish language and Hispanic cultural manifestations) was already clearly identifiable within our course bank, we placed much emphasis on the study of literary texts. Now the program has been opened up to include courses which cover areas such as cinema, linguistics, women's perspectives, cultural studies, and art, thus corresponding to the interests of both students and faculty."

Explicit policies aimed at decentralization

One of four strategies for effective change recommended by Fullan is that educational sites

articulate explicit policies which emphasize local responsibility, nesting them within the context of external review relationships. Here is an example of how a pilot program addressed curriculum redesign.

English: "The Seven Features Committee is still in existence and continues to come up with further ideas for improvement in alignment with the seven features. The most recent is a departmental meeting for prospective English majors who are nearing the end of their first year to "sell" our program and to offer advising in advance of the registration period. The Committee discussed several ideas for change that could not be realized until all programs in the Faculty of Humanities were involved in Curriculum Redesign. Included among these were stipulating a second-language requirement for English majors, requiring an interdisciplinary final-year seminar (a capstone course for Humanities students) and making changes to faculty regulations in aid of internationalization and interdisciplinarity. These ideas are now being debated in our Humanities Curriculum Redesign group (and the issue of general principles for extra-to-major requirements is being considered by the Curriculum Redesign Coordinators of the Faculties of Science, Social Sciences and Humanities and the relevant cluster coordinators). APC should expect that changes to our faculty regulations will be forthcoming and that these will further improve the alignment of the program with the seven features."

Infrastructures that support sustaining "local capacity"

A second strategy recommended by Fullan is that an educational site develop infrastructures which stimulate local capacity for sustaining the change process.

Exercise and Health Physiology: "This addition of a new course was both faculty and student driven. Students displayed an interest in going outside the traditional exercise and sport physiology area which has been the focus of our program. Many employment opportunities for our EXHP graduates will be in a clinical setting. Hence this was an opportunity to extend our program and highlight the clearly identifiable field of study. Such a course will require that students work in small groups directly with faculty members and therefore will also enhance experiential learning and extended student-faculty interaction components. However, in order to implement this course we will need the addition of a part time lab instructor to coordinate and run the labs which will be quite extensive."

Establish a data-gathering system for assessment literacy

A third effective strategy recommended by Fullan that accountability be focussed upon relevant systems for tracking and improving performance.

Archeology: "Our ongoing evaluation plan is based on an annual open student meeting each February or March to obtain feedback on the program as a whole as well as on any changes implemented that year. This open meeting would be followed by a Department meeting in which faculty and graduate students (probably Chacmool club executives) would also be invited to represent ideas. Depending upon changes implemented in a particular year, certain affected courses might also be surveyed."

Simultaneously persistent and patient

The final relevant strategy proposed by Fullan is that local ownership is understood to be a long-

term commitment based upon promising patterns that arise from monitoring ongoing efforts.

Anthropology: "It is probably a fair statement to say that the Department of Anthropology entered into the Curriculum Redesign exercise without a great deal of enthusiasm and even with a certain degree of skepticism, (because of its recent previous efforts). As it turned out however, it focused departmental members' attention on the undergraduate curriculum afresh, and occasioned a series of fruitful discussions within program caucuses and within the Department as a whole. To nearly everyone's surprise, the initial version of the explicit syllabus which emerged last year, and the consultations and discussions attendant to it lead the Department to rethink its curriculum once again. An editorial decision was made (1) to cast the Explicit Syllabus in the form of a document addressed to prospective students (as opposed to being addressed to APC) and (2) to aim at the professional and serious tone; i.e. to avoid teenage jargon like "neat" and "cool stuff", and even to introduce a modest amount of technical terminology in cases where this defined the field. The use of hyperlinks made this editorial decision easier to achieve. This stylistic choice, and the overall plan was endorsed by the Department at a day-long retreat on February 4, 2000."

Discussion

Before commencing a discussion emanating from the foregoing database that responds to the objectives of this research, a caveat is necessary. This analysis is highly selective because it addresses only the initial aspect of the undergraduate curriculum redesign process, which is one of four strategic direction foundational principles for the campus. In addition to the strategic direction initiative, major planning activities include expanding direct entry, enhanced opportunities for research grants, and increased partnering arrangements with the community and other local postsecondary institutions. This discussion is also highly selective because the range of Fullan's research extends beyond internal change dynamics, including work on the principalship, school-community relationships and staff development. However, the value of applying theory to practice once again illuminates how educational institutions may effect change that augments core cultural values. If the analysis of the Curriculum Fellows memos had been restricted to using the Cornerstone policies as conceptual matrix, it would have confirmed cumulative program strengths and weaknesses but the range of new insights would have been more narrowly defined. To try to understand how effective the curriculum redesign process was within program units, it has been necessary to adjust the theoretical lens so the change forces within the academy are highlighted.

While externally imposed budget reductions accelerated internal institutional planning to develop a more focussed profile, conceptualization and implementation of the strategic direction was an internal process. Initially it involved representatives from a cross-section of the campus community and resulted in more generalized ownership of issues. Curriculum redesign was a discussion about program content delivery, scholarship regarding teaching and learning, and institutional service. Although the roll call changed over time, it was faculty members who articulated the Cornerstone policies, who voted for the required mandate, who accepted program level leadership and who served on committees. Quality rested upon the efficacy of the time-honoured peer review process. Through discussion and debate, people who had been on campus for many years met others who were equally committed to the quality of learning and of campus life. They may not always have agreed with one another but they were always respectful. They

may have grumbled about concerns but they also acknowledged achievements.

The cumulative effect of reading all coded excerpts from the memos confirmed an impression gained over time as each draft was critiqued prior to APC review: the curriculum redesign exercise became an affirmation that the UC undergraduate programs are good ones and faculty members take pride in delivering them. This affirmation was important because downsizing had resulted in poor morale and resentment. Curriculum Fellows expressed identified gaps related to the Cornerstone policies but an unexpected outcome for everyone was the explicit confirmation that we had survived the process and were now positioned to thrive with a more focussed regrowth. The campus profile is more clear to everyone associated with the University and, we hope, to prospective students. Thus, a better match between institutional culture and student aspirations is anticipated. Accessibility is a value but so is striving for excellence.

However, the faculty members are also more awake with respect to provincial and municipal politics as well as institutional planning. Never easy to lead, faculty members are now "dangerous" as one Dean, situated in an American University, observed. They demand good answers from administrators, committee chairs, and faculty association executives. Many Curriculum Fellows are also prepared to ask hard questions of their own Faculty Councils and Departmental Colleagues. All 11 Faculties with undergraduate programs now have Associate Deans with responsibilities for curriculum and teaching development. The Faculty Member Annual Report has line items in the teaching, research and service areas dedicated to curriculum redesign so this type of work may be acknowledged during merit review. A "fire" has been started and like all fires, it might go out if not well tended; it might go out of control if cross winds fan the flames; but it is a primal force that humans have harnessed, to their benefit, for millennia. This young University respects the academic tradition but is agreed that it might not always do things in a traditional academic manner. Thus, the moral mission is more overtly central to daily life on campus (Lesson #1).

These goals were accomplished through scholarly engagement. Literature about higher education, and other types of organizational dynamics, was summarized. Best practices at other universities were adapted for the local situation. Meetings for Curriculum Fellows were regularly scheduled on Friday afternoons and Cornerstone Fellows mentored the cross-campus dialogue. Student opinions were sought, within the program and as critiques of the Explicit Syllabi; they assist with the curriculum redesign web site. Scholarly presentations at various conferences are encouraged and attendance is increasing in professional development seminars, especially those addressing electronic learning environments. As the APC memos often indicate: University education is an opportunity for those who wish it it's an invitation to participate in creative activity and research is creative. Professors encourage students to join them in the quiet intrinsic pleasure this activity affords. Thus, when fused, theories of change and theories about pedagogy also hold promise for more interesting and exciting learning environments (Lesson #2).

Chaos and uncertainty, becoming emotionally intelligent, and coping with the different types of anxiety among collaborators are all part of the change process. When explicitly recognized, they become forces for change. However, much more research needs to be done on faculty workloads and academic lifestyles. Modern universities emerged with the development of print-based secular literacy, ending the monopoly of religious elites who created illumined manuscripts. The emerging digital civilization threatens the monopoly educational institutions have earned through

centuries of examination of "truth". Faculty members understand their research responsibilities but a professional commitment to teaching and extending service to educating the public about institutional stress is quite new. If universities and faculty members become too busy, if the over-adorned Christmas-tree approach to innovation becomes predominant, then many talented people will seek employment elsewhere and the best minds might not be housed within the universities (Lessons 3 6).

University colleagues know that knowledge creation is critical to the quality of life on earth and that the connections between the various disciplines of knowledge are just beginning to be explored. Traditionally, insights from research either make a contribution because they lead society or because they provide a critique of unexamined assumptions. The danger of so many types of new partnerships is that universities will change at the same pace as society. Thus the invaluable extension to the larger community of thoughtful "peer review", insights gleaned from being dispassionate observers, will be reduced: A potential danger to all (Lessons 7-8)

If the infrastructures that supported this case study of planned change are not institutionalized, if competing priorities and pressures gain ascendance, then much of the work, much of the "fire" will be damped. In the case studies, Curriculum Fellows often identified resource issues, some of which are not easily addressed. Local capacity for change, especially among young faculty member leaders, must be sustained by senior administration and committees. The best defence against cumulative external forces is an alert academy, one not reactively resistant but well informed about the forcefulness of planned change. Thus, "assessment literacy" must be carefully cultivated within programs as well as by the institution. The paradigm shift that occurred in this case study among faculty members was from a course level of identity to program ownership. This major shift is a new heritage for which there must be succession planning as retirements and new hires realign Departments. Otherwise, "the more things change, the more they will stay the same" except for a daily pace which incrementally speeds up. Therefore leaders in higher educational institutions must learn to be persistent and patient (Strategies 1-4).

Understanding the force of processes generated though planned change will reduce the negative impact of forced change. As guardians of the various disciplines of knowledge, faculty members must reflect upon their heavy responsibilities beyond that of generating research and they must have time to do so. This case study illustrates an effective campus-wide strategic innovation but it also illumines how academic life is being subtly reconfigured.

Case studies are important and a favoured research strategy because of the universal priority upon individuation as an outcome of higher education. However, they must be informed by theory and the convergence of multiple pressures without and within postsecondary institutions must be better understood. The venerable University is particularly vulnerable. Applying Fullan's 8 lessons and 4 strategies extends the dialogue between various K-16 educational systems. Examining the comments of faculty members engaged in the process of curriculum redesign at one university highlights differences as well as similarities. More such exploratory research is needed.

Conclusion

The value of such an analysis is that it provides data about the effectiveness of policies and

program plans as well as extending an understanding about which dynamics of planned change might be shared within educational environments. Limitations of the study include the inability to generalize specific results beyond a database which is restricted to one campus. However, the study highlights some directions for future accountability based upon work done by scholars themselves to revitalize the academy through the mechanism of peer-review as opposed to external critique and manipulation. Certainly, it provides an indication of a commitment of the values of scholarly vigour and rigour to curriculum redesign.

References

Fullan M. (2000) School-Based Management: Reconceptualizing to improve learning outcomes. *School Effectiveness and School improvement* 11:4, 453-473.

Fullan M. (1999) *Change Forces, The Sequel.* London: Falmer Press.

Fullan M. (1993) *Changes Forces: Probing the Depth of Educational Reform.* London: Falmer Press.

Gilbert S, Chapman, J., Dietsche, P. Grayson, P. & J. N. Gardner. (1997) *From best intentions to best practices: The first year experience in Canadian post-secondary education.* University of South Carolina: National Resource Center for the Freshman Year Experience and Students in Transition.

Gilbert S. (1989). *The forgotten purpose and future promise of university education.* Canadian Journal of Community Mental Health 8:2 103-122.

National Forum Secretariat. (1987) *Proceedings of the National Forum on Higher Education in Canada.* Ottawa: The institute for research on public policy.

Scientific Software Development. (1998) *ATLAS/ti: text interpretation, text management and theory building.* Thousand Oaks, CA, Sage.

Smith S. (1991) *Commission of inquiry on Canadian University Education.* Ottawa: Association of Universities and Colleges of Canada.

University of Calgary. (1996 2001) Various policy documents related to undergraduate curriculum redesign.
www.ucalgary.ca/commons/tlc: electronic address for the Curriculum Redesign initiative.

#D535346

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: "Forced Change and Change Forces: Peer Pressures Within the Academy."

Author(s): E. Lisbeth DONALDSON, PROFESSOR, FACULTY of EDUCATION

Corporate Source: University of Calgary #1102 Ed Tower
Calgary, AB, CANADA T2N 1N4

Publication Date: 2000, May

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☒

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: E. Lisbeth Donaldson

Printed Name/Position/Title: E. LISBETH DONALDSON

Organization/Address: University of Calgary, Canada

Telephone: 403 220 5696 FAX: 403 282 8479

E-Mail Address: eldonald@ucalgary.ca Date: April 8/02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
E. Nisbet Davidson, Professor Faculty of Education

Address: University of Calgary # 1102 Ed. Tower
2500 University Drive NW
Calgary AB Canada T2N 1N4

Price: N/A

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name: N/A

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Via Fax.

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com